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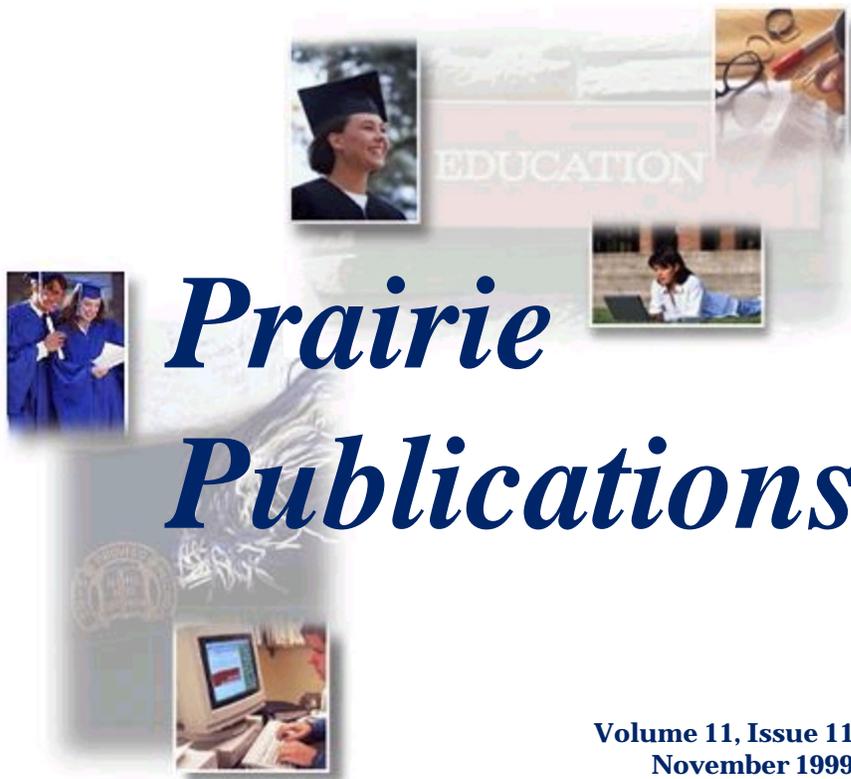
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Remember When...



Prairie Publications

**Volume 11, Issue 11
November 1999**

Cohort Default Rate Announced for FY97

*by Wally Erhardt, Associate Director
SLND-Guarantor*

The Department of Education recently released fiscal year 1997 official cohort default rates for student loan borrowers, and for the 7th consecutive year the average rate, nationally, declined. The proportion of borrowers who defaulted within 12 to 24 months after leaving college in 1997 fell to 8.8%, nationally, compared to 9.6% in 1996.

According to DOE Secretary Richard W. Riley, "Lowering the default rate and improving our accountability to the American taxpayer have been a priority for the department and the Clinton Administration." Fewer student loan borrowers defaulted during these two years of repayment than for any other time in the history of the program. DOE began calculating this rate with fiscal year 1987 data.

As for Student Loans of North Dakota, our default rate

was 1.3%, and for the 5th year in a row, the lowest rate among guaranty agencies in the nation. This rate is very close to our rate for last year which was .9%. This accomplishment is a measurement in which we can all be proud because it was attained through the partnership efforts of lenders and schools working together with our agency in helping students to meet their student loan obligations.

Bismarck Chamber Sponsors Luncheon

The Bismarck Chamber of Commerce is sponsoring a luncheon to promote Higher Education Week in Bismarck. The Higher Education Awareness Luncheon will be on Thursday, November 18, at noon at the Bismarck Country Club. Key note speaker is Cheri Schoenfish, Director of University Relations at Great Plains Software. Entertainment will be provided by United Tribes Technical College.

Guarantee Volumes Continue Upwards

by Julie Kubisiak, Director - SLND

Fiscal Year 1999, which encompasses 10/1/98 through 9/30/99, saw a continued increase in student loan guarantee volumes for SLND-Guarantor. Overall, a 10.6% increase in volume was experienced, with guarantees exceeding \$110 million dollars.

In comparing percentage increases, our DEAL program had the largest increase in guarantee volume over the previous year of any of our programs. It seems the recent changes implemented to enhance the program has helped revitalize it.

On behalf of the staff of SLND, I would like to thank you for your continued participation in our programs; we certainly appreciate your business. I also commit to you our pledge to provide even better service in the year ahead.

NDASFAA Update

by Bruce Helgerud, President - NDASFAA

Greetings,

Many things going on. New developments - new opportunities. Remember the High School Counselors Workshops on November 16, 17, and 18. Make your plans to attend the one that best works for you.

The **1999 RMASFAA Decentralized Fall Training Workshops** will be held in Pierre, SD on November 23 and in Grand Forks, ND on December 1 and 2, 1999. The topic of the workshops is "Reauthorization: Where We Are and Where We're Going."

**DECEMBER 1-2, 1999
UND - CAMPUS**

DECEMBER 1

12:00-1:00 p.m.

RMASFAA Fireside Chat with Bob Neas (Lunch provided by BND)

Location: Rural Technology Center

1:00-5:30 p.m.

Decentralized Training

Location: Clifford Hall, Room 210

Dinner on your own!

DECEMBER 2

Breakfast on your own!

8:30 a.m. - 12:30 p.m.

Decentralized Training

Location: Clifford Hall, Room 210

Bring all your questions and any answers you may have found, since we are to get all of the Federal Registers with all

published regulations by the 1st of November—so says the Department of ED. But, if that should not be the case, we still have a whole lot of good information to talk about.

Can you help a student with that new question #28 on the FAFSA? Remember that question about campus-based aid and the new Americorps/Veterans Benefits (Chapter 30 only) requirement? We have some interesting possibilities, but no reduction in the workload. We also will be doing that Title IV RETURN of FUNDS calculation for everyone to have a little taste of what it will mean to your shop. Also heard a rumor that the Department of ED will produce software to do the Return of Funds calculation. *Hope it is true and that it works for ALL of our shops.*

Remember, the time is nearing when schools must comply with new program requirements for participating in and administering the Title IV programs that resulted from the Higher Education Amendments of 1998. Although some of the provisions were self-implementing, most were subject to the negotiated rulemaking process that, in most instances, will culminate with final rules due November.

These training workshops will help schools prepare to implement the new requirements of the upcoming November 1, 1999 final rules by the July 1, 2000 effective date. The workshops will describe the major new requirements and their impact on schools. Topics include: return of Title IV funds; treatment of Americorps awards

and Montgomery GI Bill (Chapter 30) veterans benefits, suspension and re-establishment of eligibility for students convicted of drug-related offenses; use of Federal Work-Study funds in fulfilling community service expenditure requirements; compliance with the new campus security reporting and other information dissemination requirements; loan proration; and exit loan counseling.

Participants will receive a Participant Guide and handouts for use during the training and back at the office.

Registration is available on RMASFAA's web site at: <www.rmasfaa.org>. If you need a paper application, please contact Bruce Helgerud, UND-Grand Forks, at (701) 777-3121 or e-mail to: <bruce_helgerud@mail.und.nodak.edu>. Again, please plan to attend!

One more training opportunity you should be thinking about is the Department of ED's **Electronic Access Conference** sessions. There are three this year and they are very beneficial. *Where can you talk to the people who are in charge of Federal Financial Aid Programs and Processes as well as the people who program and maintain them?* The first one has already taken place, but there are two left. Interesting sidelight—did you know that Scott Mahar of North Dakota University System, HECN-SIS has been asked to do training sessions at all three?

It is already time to look to Spring. Remember that we will have the NDASFAA Annual

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Prairie Publications

ATTN: Program Development
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Available online at www.banknd.com/slnd

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Heidi Heitkamp
COMMISSIONER OF AGRICULTURE
Roger Johnson

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By Student Loans of North Dakota is a newsletter circulated to lenders, college financial aid and admissions personnel, high school guidance counselors, other guaranty agencies, and individuals needing information about student loans. *All articles are of the writer's opinion and should not be construed as Student Loans of North Dakota policy unless so stated.*

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Conference, April 12-13, 2000 at the Holiday Inn in Bismarck, ND.

How about that 1999-2000 RMAFSA Conference? (Hope no one stopped in Las Vegas for too long.) The Utah association worked long and hard to put it on—hope you that went found it worthwhile! Remember? Next year (October 2000) RMAFSA will be in South Dakota, so start your planning for that. For you who would like to attend the best ever RMAFSA, think October 2002 in Bismarck, ND and volunteer to help our North Dakota RMAFSA 2002 Conference Committee. Holly Schirado and Ann Thorson, the co-chairs, can use your help.

SLND-Guarantor Questions & Answers

Q. *If a borrower has received the maximum number of months for a deferment and then borrows another loan, can the borrower receive the same type of deferment for the new loan?*

A. Deferments are considered borrower specific, and therefore, if loans are still active at the time a new loan is taken out, the deferment time used applies to the new loan as well. If the old loans are paid-in-full prior to taking out the new loan, then the new loan will be eligible for the deferment.

Planning Begins for RMAFSA 2002

by Holly Schirado, SLND-Guarantor

The first step has been accomplished in getting ready to host the 2002 Rocky Mountain Association of Student Financial Aid Administrators (RMAFSA) conference in Bismarck, North Dakota. The year 2000 RMAFSA Board met in St.

George, Utah on October 17 and approved Bismarck as the 2002 site for the conference. The scheduled dates for the conference were approved as October 13-16, 2002. The Board also approved Ann Thorson of University of Mary, and myself, Holly Schirado of SLND-Guarantor, as the conference co-chairs. Ann and I have been busy appointing chair positions for the various planning committees and plan to have a kickoff meeting with the 2002 conference committee chairs in Grand Forks on December 2. The kickoff meeting is planned for 7:30 a.m. on December 2 at the Holiday Inn. The chairs can expect to be contacted regarding the meeting.

DOE Recalls 2000-2001 FAFSA

The following was posted by the Department of Education on October 18, 1999:

School Partners Fix FAFSA

Special thanks to Iris Godes at Boston University who called us on Friday, October 15, about an error on the 2000-2001 FAFSA Worksheet A (an incorrect tax line reference) after we had started printing and shipping the new FAFSAs. We stopped the presses, turned the trucks around, and are collecting as many of the 100,000 that had been delivered as we can. While rechecking the line references we discovered another error regarding the TeleFile tax references. We have made those changes too. The corrected copies are being distributed now. It put us days behind schedule and we apologize for the delay. But Iris' keen eye saved us all what would have been a lot more cost and delay later.

Also, thanks to comments received at the Pennsylvania Association of Student Financial Aid Administrators Fall

Conference about the FAFSA, applicants will not be confused when filling out the item on Worksheet A about "Payments to tax-deferred pension and savings plans." The clarified wording is: "Payments to tax-deferred pension and savings plans (paid directly or withheld from earnings), including amounts reported on the W-2 Form in Box 13, codes D, E, F, G, H, and S. Include untaxed portions of 401(k) and 403(b) plans."

The correct references are as follows:

- On Page 8, in Worksheet A, the IRS 1040 line item reference for "Deductible IRA and/or Keogh payments" were incorrectly given as "lines 23 and 28."
- The correct 1040 line item for Keogh payments is 29, not 28. TeleFile tax references on the form are also incorrect.
- The correct TeleFile line item for AGI is Line I, income tax paid is Line K, and Earned Income Credit is Line L. As referenced in the instructions, for exemptions use Line J.

The 2000-2001 Renewal FAFSA Instructions, the 2000-2001 Spanish FAFSA, and all 2000-2001 electronic application products will have the corrected line items when they are released. These products will be available as scheduled: Renewal FAFSAs will be mailed in late November and December; Spanish FAFSAs in early December; EDEExpress version 6.0 will be released in December; and FAFSA on the Web and FAFSA Express will be available on the Web January 3, 2000. We will resume shipping on Wednesday, October 20. We fill all orders using UPS, and East Coast schools generally receive

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Did You Know? PSA's

The following Public Service Announcements will be used in November. These messages are a service of Student Loans of North Dakota, administered by Bank of North Dakota, and are "designed to meet your student loan needs." If you have an idea or suggestion on a PSA you would like us to use, or if you have comments on previous ones, please call Beth or JoAnn in Program Development at 1-800-472-2166 ext. 85653 or 85619.

Did you know a student loan borrower generally has up to 10 years to repay their loan? If a student has difficulty making their loan payments, they should contact their lender immediately, not just skip payments. A student loan is in default when a student misses nine consecutive payments. Borrowers in default are still liable to pay the money owed under the terms of the promissory note and additional collection fees could be added to the loan amount. For more information, contact SLND - Guarantor at 1-800-472-2166.

Did you know student loans are available to students based on a calculation made by the school's financial aid office after the Free Application for Federal Student Aid (FAFSA) has been completed? To be eligible for a loan, the student has to be enrolled at least half-time and maintain satisfactory progress toward graduation. Loans are to be used only for educational purposes, such as tuition, books and supplies, school fees, and college-related living expenses. For more information, contact Student Loans of North Dakota at 1-800-472-2166 ext. 85660.

Did you know a student having difficulty making student loan payments may qualify for a temporary reduction or suspension of payment? If you have borrowed student loans and are unable to meet your monthly payment obligation, visit with your lender or loan servicer. You may find a deferment or a forbearance is available to reduce or suspend your monthly payment, if you qualify. If you have questions, call 1-800-472-2166, extension 85660.

Did you know high school students are welcome to visit the college campus or trade school they are thinking about attending? A visit allows students and parents to tour the campus, talk with instructors and other students, and have questions answered by admission and financial aid staff. To learn more about arranging a visit, contact your high school counselor, college admissions office, or College Information Service at 1-800-554-2717.

Who's Coming and Going at SLND?

Tina Axt has joined the New Loans area as a Loan Processor. She is assisting with the processing of student loan applications.

Melissa Jensen and **Jada Kruckenberg** are Cooperative Office Education (COE) students through Bismarck High School. Melissa provides assistance to College Information Service and Program Development. Jada is assisting the Processing Team in SLND-Loan Servicing.

Welcome and Good Luck!

SLND Employee of the Month

Elaine Fischer has been chosen as Employee of the Month for November. Elaine began her employment with SLND-Guarantor in July 1991 as a temporary clerk. She left in March of 1992 and was rehired in July 1992 as a temporary clerk for SLND-Loan Servicing. Since then, Elaine has been promoted to several permanent positions including Collection Officer I and most recently promoted to Audit Technician for the same area.

Elaine is always more than willing to help out when needed and take on new things. She is patient when training and always makes sure things are going OK. Elaine is a very dedicated and hard-working employee.

Elaine has just taken on the responsibility of basically three different positions—juggling all three to the best of her ability. She is very organized and "in sync" with what's happening in those positions.

Congratulations!

Upcoming Events

November 16 - NDASFAA High School Counselor Workshop - Minot, ND

November 17 - NDASFAA High School Counselor Workshops - Grand Forks and Dickinson, ND

November 18 - NDASFAA High School Counselor Workshops - Bismarck and Devils Lake, ND

November 18 - Chamber of Commerce Higher Education Awareness Luncheon, Bismarck Country Club, Bismarck, ND

November 23 - 1999 RMAFSA Decentralized Fall Training Workshop - Pierre, SD (See article on Page 2-3)

December 1-2 - 1999 RMAFSA Decentralized Fall Training Workshop - Grand Forks, ND (See article on Page 2-3)

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their FAFSAs within 2 days. Shipments to the West Coast normally take 6 days, and to expedite these deliveries, we will be using 2-day air express. We are calling the 61 schools that received the incorrect FAFSAs. They can either destroy them or we'll send a truck to pick them up. We have set up special procedures for any forms that slip through the cracks. We have changed the Post Office Box number to PO Box 4015 to distinguish the correct forms. Any incorrect forms will go to the old post office number and we will print a special comment on the SAR (and ISIR comment code) to request applicants to double check their data reported in the affected lines. We apologize for any confusion these errors on some paper 2000-2001 FAFSAs will cause. Thank you for your patience and cooperation.

New Applications Approved

*by Holly Schirado, New Loans Supervisor
SLND-Guarantor*

The **Master Promissory Note for Stafford Loans** has been approved with an extension of the expiration date to August 31, 2002. The current MPN can be used until new forms are printed. DOE requests that the form reflect the extended expiration date as soon as possible, but no later than March 1, 2000.

Changes on the new form will be the OMB form number to 1845-0007, and the expiration date to 08/31/2002 on each page where the OMB box appears, including the Instructions and Notices page. SLND-Guarantor will be ordering a new supply of MPN's prior to December 31, 1999.

The **PLUS loan materials** have been revised to include the 1998 Amendments to the Higher

Education Act of 1965. The changes were made to the text of the materials, but not the data collection items. The new applications must be used for *applications issued* on or after March 1, 2000. Completed old PLUS *applications received* after March 1, 2000 may still be processed. SLND-Guarantor will be ordering a new supply of PLUS applications prior to December 31, 1999.

CommonLine Communications

*by Holly Schirado, New Loans Supervisor
SLND-Guarantor*

With the end of the year fast approaching, we are getting the message from the CommonLine Committee that those who use CompuServe to transmit CommonLine files may find that now is a good time to consider migrating to the Simple Mail Transfer Protocol through Post Office Protocol 3 (SMTP/POP3).

The CommonLine Committee is comprised of school, guarantor, lender, servicer, service provider, secondary market, and financial aid representatives who have been researching for an alternative method for communicating CommonLine information for some time now. There is no specific indication that CommonLine transmissions using the CompuServe method are in jeopardy, but there have been no assurances that it may be Y2K compliant.

SLND-Guarantor is anticipating making the change prior to the end of the year. It is our hope that the schools we correspond with will also make the change to SMTP/POP3 prior to December 31, 1999. Please let me know when your institution will place it into production. I can be reached at (800) 472-2166 ext. 85751 or you can e-mail me at: hschirad@state.nd.us.

Older Than Average? Want To Return To School? You're Not Alone!

by Linda Albery, Coordinator - CIS

According to the *FastWeb Educator Newsletter*, September 1999, there is a new student body entering our colleges and universities...the non-traditional student. Some of them are going to night school while they work a full-time job. Others struggle to schedule classes around daycare for their preschoolers. Still more are returning to college after a stint in the military.

Typically defined as individuals 25 or older who have been away from formal education for a significant period of time, non-traditional students now comprise one of the fastest-growing groups on college campuses. The National Center for Education Statistics estimates that students over 25 comprise roughly 44 percent of total college enrollment in 1996 - an estimated 6.24 million students.

These students represent a boon to educators and fellow students, bringing diversity and depth of experience to the classroom. But this group also faces unique challenges in managing their college careers. So, how can your school help its non-traditional students make the most of their college careers?

First, it's important to keep track of your enrollment figures for non-traditional students. This will help your school decide what resources you should devote to meeting their needs. It also helps to check how your school responds to some of the top non-traditional student concerns. Here are a few to consider:

Flexible scheduling:

Make sure your institution offers multiple class times or

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independent study options. Your school may also want to consider developing distance or online learning programs.

Alternative credit opportunities:

Consider special course credit programs that evaluate the credit potential of students' life or work experience. Evaluation methods range from school-specific testing programs to CLEP (College Level Examination Program) tests.

A strong commuter support system:

Helping working and commuter students by scheduling evening hours for campus services and maintaining spacious parking facilities. Consider making arrangements with local or online bookstores to ensure that these students have access to the course supplies they need.

Faculty awareness:

Keep faculty abreast of the concerns and challenges faced by non-traditional students. This can help them create schedules that work for that student group.

Evening and weekend campus tours:

By offering campus tours outside of normal business hours, your school can help non-traditional students become aware of all resources available to them.

Special aid or scholarships:

Take non-traditional students into account with non-traditional financial aid packages, including "childship" (childcare scholarships), scholarships for part-time students and more.

A strong online support system:

Non-traditional students profit greatly from online access to library databases as well as e-mail access to professors. The more "wired" your school is, the better able you will be to offer non-traditional students full access to campus resources. Consider offering instructional services with technical assistance to help these students set up their online access to school facilities.

A resource center staff trained in non-traditional student issues:

Non-traditional students face problems ranging from negotiating employer-imposed degree deadlines, to determining what student loan programs are best for them. An experienced staff can smooth the student's path towards completion of the degree.

It helps to remember that programs for non-traditional students help more than non-traditional students. They benefit your whole school—increasing the diversity of your student body, reinforcing your presence in the local community and strengthening your alumni network. By reaching out to non-traditional students, you invest not just in your current programs but in the future.

Check out *fastFOCUS* on "Admissions" and "Financial Aid" at www.fastweb.com for additional articles on how non-traditional students can make the most of their college experience.

NOTE: Thanks to Minot State University Financial Aid Director Dale Gehring for his sharing of this newsletter. Also, to Sandy Klein, Financial Aid Director at Dickinson State University, and Wayde Atkinson, President of SOTA (Students

Other Than Average), Dickinson State University for their input. CIS is experiencing a large number of inquiries regarding the non-traditional students' questions on furthering their education.

Hello...from HECN

*by Scott Mahar, State Training Officer
NDUS, HECN-SIS - Grand Forks, ND*

Communication is one word that has a different definition to each of us. Communication also plays a big role in every relationship we have, both at work and outside of work. Communication can be a hard concept to understand. The hardest part, for me, in communication is perception. Often times we 'think' we are communicating when in fact we are only talking. What's the difference? The difference is in the perception of the receiver. If the receiver perceives you're communicating, it results in good communication. If the receiver doesn't understand the communication, or perceives it to be poor, then the communication is ineffective.

We, at SIS, have put communication as a top priority. We hope by improving our communication skills we are better able to inform you of changes, additions, deletions, or new developments. Not only will we work on informing you of these changes, but also in ensuring we get the information to you at the right time, in the right form, and in the right place. We also will put on our listening hats and spend time with our ears open to our users. We will try hard to ensure that we hear what user groups are saying.

Communication involves many two-way streets. One of the two-way streets involves listening and talking. This

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requires hard work on the part of the communicator and receiver. The communicator must know the person with which he/she will communicate and must make the determination of how best to communicate. Some people are visual people and must see the communication in order for it to be effective. Others are not visual and don't need to see, feel, and touch.

Communication with groups needs to touch all senses in order for it to cover all receivers. For the receiver, the art of listening becomes important. For listening to work, it requires the receiver to be attentive and ask questions. If the receiver doesn't understand a portion of the communication, listening involves asking questions and getting clarification. Listening also involves feedback. For communicators to ensure they communicate properly, the receiver must provide appropriate feedback to the communicator directly. Without direct feedback, the communicator must make the assumption that the communication was either ineffective or effective. Either way involves an assumption and may result in poor communication.

Another communication two-way street is between the communicator and receiver. The receiver must be willing to listen, comprehend, ask questions, and provide feedback. For communication to be successful we must have an open mind and be willing to listen to ideas and suggestions of others. We also must be willing to give and take. However, with effective communication, an open mind, and the knowledge each party brings, the best solutions usually will surface. After all, we are all in search of the best solution to everything we discuss. It is this

best solution which will benefit our students.

As you can see, communication IS a big word. We hope this effort by all of us will result in benefits to our students.

The Electronic Access Conferences (EAC) are fast approaching. This year, the EAC conferences will be held November 2-4 in Miami, November 15-18 in Keystone, and December 15-18 in San Antonio. I will be presenting, with NCS and CPS, at both Keystone and San Antonio. Also, the annual Decentralized Training Workshop is being held December 1 and 2 in Grand Forks. For more information on these Financial Aid Sessions, see the IFAP and RMA SFAA web sites.

EDE News from HECN

*by Tricia Campbell
NDUS, HECN-SIS, Grand Forks, ND*

Happy Fall from HECN! As the colors of the leaves change outside, it is a reminder that our thoughts and efforts need to be consistently changing and focusing on how we can better serve our students each school year. HECN-SIS has been striving to do just that. One way we can help out is to make sure you have access to all the information you can to better assist you in your jobs. Therefore, it is my goal that you will find helpful hints in each of these articles.

Recently, I have had many questions about the SFATECH web site. SFATECH is an e-mail list serve sponsored by the U.S. Department of Education. It aims to provide accurate and timely answers to technical questions about the Department's SFA systems, software, and mainframe products. I have found it to be a valuable resource and have learned that we are not alone

with our questions and concerns. You can either get it in a digest form or get individual questions/answers. For those of you who still haven't checked it out, here is how to sign up.

You subscribe to SFATECH by sending a message from your e-mail account. Send an e-mail as follows:

- Address the e-mail to:
<listproc@inet.ed.gov>.
- Leave the subject line blank.
- In the body of the message, type: subscribe SFATECH your first and last name

The Department will then send you a confirmation that you have been added to the list serve. They will also provide you with information regarding rules and correct way to send in questions, if you should choose to do so.

Another great web site to be looking at is

<www.ifap.ed.gov>.

Information for Financial Aid Professionals (IFAP) is an electronic library for financial aid professionals containing publications, regulations, and guidance regarding the administration of the Title IV Federal Student Financial Aid Programs. This web site will keep you abreast of all the latest information out there. It only takes a few minutes to check it out, so please do if you haven't.

Information relevant to a student's loan history can be found on the NSLDS web site at <www.nslsdfap.ed.gov>. To obtain the student's loan history, you select loan history from the main menu. You will need to know the student's first name, social security number, and date of birth. The loan history will provide you with a complete history and detailed information on all loans. You may choose to click on the loan number to

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review additional loan detail. If the borrower owes an overpayment, is delinquent on a loan, or has some other adverse situation, an icon will appear with an exclamation mark on the top portion of the loan history screen. If not, no icons will appear on the loan history screen.

Many of you have been accessing this web site already, but for those of you who are still asking, the address for RFMS is <<https://www.pellgrantsonline.ed.gov>>. This site will allow schools to check batch status and their own authorization level. The initial password is the school's IAS pin number, and the Financial Aid Administrator's User ID is the school's six-digit Pell ID number with the alpha code FA preceding it (i.e., FA999999).

Please check out these sites if you haven't already. They are out there to be of assistance to you. Please let us know if there's anything we can do to make your jobs easier. We're just a phone call away! Have a great November!

HECN - Student Information Systems Report

*by Charles Fjeld
Admissions/Registrar State Trainer*

We have just completed meetings with both the Admissions Design Committee and the Registrars Design Committee. These committees have been actively used by our office over the years.

Historically, when the current student systems were developed, each design was presented to the appropriate user group. Members from each school participated. However over time, as changes, modifications and new developments were proposed,

it grew more and more difficult for all 11 institutions to send representatives. Therefore, the Design Committee concept was introduced and used. Each Design Committee was made up of:

- 1 representative from the University of North Dakota
- 1 representative from North Dakota State University
- 1 representative from a 4-year college/university other than UND and NDSU
- 1 representative from a 2-year institution

The makeup of each committee will remain the same. Within the function of each Design Committee, the members representing the two and four-year institutions (other than UND and NDSU) are expected to survey the other schools they represent to obtain true representation of their constituency.

It is our desire here at HECN to use the design committees in a more proactive way as we continue to move forward in our effort to serve students and campus communities more effectively. Therefore, these committees are being asked to meet on a more regularly scheduled basis. While they will continue to serve a valuable role as new designs emerge, their responsibilities will also include the review of requests for change, modification and enhancement to our system. At meetings this past week, each committee reviewed several requests for change. After careful discussion, the groups either agreed that the request warranted further analysis or asked that our office go back to the requestor for additional information concerning the problem or situation. This will continue to happen.

Our office will collect the requests for change, will review them

to determine if they really require programming change, will attempt to research the problem to obtain all information necessary to properly review the request at the Design Committee meeting, and then get them into the hands of the Design Committee prior to the regularly scheduled meeting.

Agendas for these meetings will be distributed prior to each meeting and Admissions, Directors, and Registrars at all 11 institutions will receive this information. Minutes of the meetings will be shared in the same fashion with all 11 institutions.

The concept is a good one and one that should provide the end-user community with confidence that their requests are being seriously deliberated and carefully reviewed.

Of course, it must be stated that limited analyst/programmer resources means that there will still be delays in obtaining the desired changes. Currently, the analysts/programmers who serve the Registrar and Admissions community are busily working on the DISTANCE EDUCATION grant and the subsequent baseline survey report that is required as North Dakota moves into this very exciting period.



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